DOCUMENT RESUME

ED 108 156 CS 001 940

TITLE Laubach Literacy Program of Dysart Community Center, El Mirage, Arizona.
INSTITUTION Dysart Community Center, El Mirage, Ariz.
PUB DATE 74
NOTE 65p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; *Adult Reading Programs; Bilingual Education; Community Involvement; *Effective Teaching; *Literacy Education; *Reading Instruction; *Reading Programs; Tutoring
IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves predominantly Spanish-speaking and low-income people in a small Mexican-American community of about 3500. Begun in 1968, the program is designed to teach English as a second language along with concomitant values of better home and community life, as well as health and consumer information. Instruction focuses simultaneously on reading, writing, and speaking English. The method emphasized is one-to-one tutoring, supported by volunteers from a nearby retirement community. Laubach Literacy Program materials are used, including readers, teachers' manuals, and tests, as well as supplementary readers and a weekly newspaper. Pictures, objects, flashcards, charts, and games are widely used teaching aids. Complete records of attendance and student achievement are kept. Since the program is financed entirely by contributions, an extensive public relations effort is made to keep supporters aware of the center's needs and accomplishments. In this regard, close cooperation is maintained with local schools, the PTA, and church leaders. (TO/AIR)

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ED108156

A SUMMARY REPORT OF THE PROGRAM AT DYSART COMMUNITY CENTER
El Mirage, Arizona 85335
July 1, 1975

I. WHAT IS DYSART COMMUNITY CENTER?

Dysart Community Center is a non-profit agence located in El Mirage, Arizona that is manned entirely by volunteers from near-by Sun City, a nationally known retirement community, with a wealth of volunteers with education, experience, and expertise/. The Center complex includes a Health Clinic operated by Maricopa County Health Department,a well-equi ed kitchen where cooking and sewing classes are held, a Thrift Shop where donated usable items are sold or given to the poor, and a 32x60 education building where the Adult Education classes are held, the 4H club meetings, the Summer recreationcraft classes et cetera , meetings of the Dysart Board of Directors the Dysart Auxiliary of some 200 members, and special community gatherings. On the drawing board is the plan for a workshop for the 4H club woodworking projects. All this was made possible through the generosity of Sun City citizens and groups, the first building, the Health Clinic, having been built in 1963.

II. The Budget for the Various Programs

The budget for the year amounts to an average of $17,000 which includes operating expene s, building fund, and support of projects. All work is done by volunteers except for a custodian. Since the Adult Education project is your only concern, I shall speak only of the budget proveded for that. The Board allows $ 400.00 a year for textbooks and supplies. The textbooks are sold to the students so the fund is a revolving one . The funds are secured through donations and special money-making projects.

III. The Adult Education Program

A. The first concern is the teaching of English as a second language. Here we use the Laubach Method of EACH ONE TEACH ONE where some 40 teachers(tutors) are seated at card tables, each with one student. This we feel is the strength of our program in esatblishing rapport between student and teacher. We use the Laubach Series of New Streamlines English published by the New Readers Press , P.O Box 131, Syracuse, New York. It includeds a Set of 5 charts, Skillbooks I,II,III,IV-V and a final text known AS Everday Reading and Writing , comparable to sixth and seventh grades in the elementary School. In addition of the 5 Skillbooks, there are supplementary readers for each. There is a Teacher'sManual for Skillbooks I,II,III but Skillbooks IV and V each have their own teacher manuals. There are Checkup tests for the completion of each book. Tests, skillbooks, and supplementary readers are color-cordinated

B. Students who are applying for Citizenship take the Basic English Course first. Six retired attorneys assist in this program and the Naturalization Department recommends it highly and refers applicants to us when they are weak in basic English skills.

C. A third category of students include high school dropouts who Are trying for their GED Diploma. We use our experienced high school and college retired teachers for this work.

IV. TEACHER TRAINING

Even teachers with their Masters and Doctorate degrees are required to take our Laubach Course as so often they have not taught adults of non-English-speaking studen

1. We require a two-hour Orientation Seminar which includes:
   a. The Laubach Story
   b. Brief presentation of Laubach Method
   c. Ten Tips for teaching adults and foreign-born
   d..An examination of textbooks used
   e. An examination of creative writing samples by students

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2. A two-hour observation period of classes in action at Dyesart Community Center

3. A twelve-hour two-day Workshop for new trainees showing how to use the materials

4. A six-hour inservice training for all teachers a week before classes open in Sept. Frequent short meetings following the regular evening classes.

V. RECRUITMENT

A. Stents inviting other students to visit the classroom on Thursday evenings
B. Home visitation program in which teachers visit the homes of students and their neighbors to interest them in the whole program offered at Dysart Community Center They leave flyers written in both Spanish and English and file a brief report for the Director.
C. An Open House Exhibet of student work, slides of class in action, and tape recordings of students (See inclosure)

d. Frequent and Purposeful Publicity (See inclosure on Publicity Guidelines)
1. Through 4 weekly newspapers and one semi-weekly
2. Through radio and TV spots
3. Through a Speakers' Bureau

VI. Operation of Dysart Center in respect to Adult activities
A. Open each Thursday evening 7-9 from September through May 15
B. Open each Tuesday and Wednesday from 7-9 for special refresher courses June 24 through August 20 as preparation for government training
C. Open second Monday of each month for Board of Directors Meeting
D. Open on request for meetings of Adult Literacy Council
E. Open second Monday in November for the Annual Board meeting with program and exhibits

VII. Duties of Administrative Staff: (See inclosure.)

A. Cordinator recruits tutors, plans and assist with Tutor Training
B. Director and Assistant Director supervice the Thursday night classes
C. Citizenship Counselor serves as Liaison person with the Naturalization Dept.
D. Librarian accessions, catalogs,and loans books.
E. Clerks
#1. Handles data processing records for State Department of Education.
2 Handles book sales and attendance records.
F. Interpreter assists with registration of non-English speaking students and makes necessary announcements. She substitutes as teacher when requested.
G. Home Visitation Chairman promotes this program.

VIII. SPONSORING GROUPS

A. The Dysart Board of Directors of 25 members
B. The Dysart Auxiliary of some 200 members is the financial arm of the Board.
C. The State Office of Adult Education supervices ABE data reporting and gives valuable assistance with Library materials.
d. The Dysart District Division of Public Education

IX. OTHER COOERATING GROUPS

A. The Retired Senior Citizens Program provides a mileage stipulation for tutors over 60 between their homes and places of service. They provide incentives by honoring volunteers for hours of service.

B. The Town Council of El Mirage. Their Mayor is on the Board of Directors.
C. Church groups, Service Clubs,Community Organizations, Del Webb Development

Recognitin Received by Dysart Center and Staff

A. Received the George Washington Honor Medal in 1971 for the outstanding Community Center in the nation.

B. The Coordinator has received many awards in local, state , regional, and National Laubach observances including being names 1975 Woman of the Year for Sun City in recognition, primarilly,of her work in Laubach Literacy.

C. In 1973 the Center was awarded a certificate of outstanding achievement by the Arizona Department of Education.

D. In April, 1975, the Interpreter at Dysart Center, who is herself a product of the educational training received there, was named outstanding student at the Regional Conference (a group of seven states).

D. The 4H program operating at Dysart Community Center received local and state recognition for the outstabding program and especially in the area of training youth leaders.

Respectfully submitted by:

Gertrude E.Flyte, Coordinator
Dysart Community Center Laubach Literacy Program

1. Enclosures:

A. Brochures: What is Dysart Center and Adult Literacy Council Arizona
B. Roster of 1974-75 students
C. Americanization Through Reading
D.. Training Kit June, 1975
E. Home Visitation report blank and flyers
F. Memorandum for Directors of Dysart Community Center Evening Classes
G. Publicity Guidelines

CONSOLIDATED REPORT OF DYSART CENTER LAUBACH PROGRAM 1/1/74-12/19/74
Thursday Evenings, 7:00 - 9:00 P.M.

I. STATISTICAL:

A. Adult students included during reporting period:

18 years or older	52
Teenagers	 3
	.....12 (Summer months)
	67

B.

Active tutors	55
Tutors on call	12
Teacher aides	 5
Child Care (Jan. thru May)	5
	77

C. Administration:

Coordinator	 1
Director	 1
Assistant Director	 1
Secretaries	 2
Librarian	 1
Counselor	 1
Home Visiting Director	 1
Interpreter	 1
Custodians	 2
Driver	 1
	12

Total Involved:
67 + 77 + 12+ 156

II. STUDENT HOURS:

745 + 607 = 1352 (Jan. 1, 1974 through Dec. 19, 1974

Teaching Hours: 928 + 1211= 2139 (Jan. 1, 1974 through Dec. 19, 1974)

III. ADDITIONAL INFORMATION:

A. Home Visitation Project

The inauguration of a home visiting project has increased enrollment and attendance. Results are clearly evident.

B. Our Center gave two evenings to 8 new students from India who are employed on the Singh Ranch in the Litchfield Park Area. Because of crowded conditions, arrangements were made with the Glendale Adult Laubach Center to enroll these students and with Dr. Barbara Lawrence of Gleddale Community College to recruit and train teachers of these students.

C. Volunteer teachers from the Dysart Community Center (15) assisted in organizing and teaching 11 Spanish-speaking adults in the Peoria Center. This effort led to the inauguration of the LAUBACH Method in the Peoria Public Schools Adult Education Department.

Note: Next year's report 1975 report will be made by June 30

SUGGESTED PUBLICITY GUIDELINES FOR LAUBACH LITERACY WORKERS

I. PURPOSE OF PUBLICITY

A. To interpret the Laubach program of EACH ONE TEACH ONE to the general public to make people aware of the extent of the program of teaching people to read and write so that they may better meet the problems of home and community living.

B. To make people aware of this avenue of volunteer service so needed in local communities of the Southwest Region of Laubach Literacy. It is one valuable method of recruiting tutors and other leaders.

II. Some Duties of a Publicity Chairman:

A. Know the Laubach Story with its dramatic origin of the slogan EOTO.

B. Read about it from Dr. Laubach's own books in most libraries.

C. Study and file your NALA releases to keep abreast of a dynamic, growing program.

D. Know the personnel of your Literacy Center and your Literacy Council.

III. Know Your News Media

A. Call on your editor and/or his staff.

B. Give him your organization card with name of organization, its president with address and telephone number and your name as Publicity Chairman with address and telephone number.

C. Ask for his guidelines or Style Sheet and deadline dates.

D. Make a Media Chart of all newspapers, radio stations, television stations.

E. Other good media avenues are (1) Church bulletins, (2) Organization bulletins, (3) News Letters, Posters, Fly Sheets.

IV. Learn How to Write News Copy

A. In reporting a meeting distinguish between what is routine and what is news.

B. When reporting an event, keep accurate and full notes. You cannot trust to memory when you begin to compile your notes into a story. Have a good notebook.

C. From the very first story remember the WHO WHAT WHERE WHEN WHY and sometimes HOW. Ideally all that should be worked into the first paragraph. The editor cuts from the bottom of the story depending on his space and the value of the material.

V. How to Prepare Copy

A. Use standard 8½ x 11 paper.

B. Write on one side of the paper only.

C. Type your copy if at all possible.

D. If you use two sheets indicate at the bottom of sheet one with the word "more". At the end of the story use an identifying mark as # # #.

E. Do not use carbon copies for identical stories. Type each newspaper's name at the top of each sheet, if you use identical stories for several papers.

F. In the upper left-hand corner type group name:

Laubach Literacy Evening Center
John Bassett, Director
19413 Tumblewood Drive, Sun City, AZ 85351
Publicity Chairman Adult Literacy Council District #4
Gertrude E. Flyte, 10453 Snead Dr., Sun City, AZ 85351
Telephone 933-7329

" M O R E "

Sheet 2 Suggested Publicity Guidelines for Laubach Literacy Groups

G. Double or triple space leaving two-inch margins.
H. Begin one-third down on your paper, leaving room for the editor to make headlines and other changes. Indent each paragraph five spaces.

VI. Basic "B.s" for Publicity from S & H Publicity Handbook.

A. Be the only person in your group to contact news media.
B. Be quick to establish personal contact with the right person at each media.
C. Be sure to write everything down. Train your memory but don't trust it.
D. Be prompt in meeting every deadline.
E. Be legible. Type releases. Erase and correct errors. Don't use carbons except for file copy.
F. Be accurate. Double check names, places, dates before submitting your copy.
G. Be honest and impartial. Give credit where credit is due.
H. Be brief. Newspaper space and air time are costly.
I. Be brave. Don't be afraid to suggest something new if you honestly believe you have a workable idea.
J. Be business-like. Never try to OBTAIN PUBLICITY BY MEANS OF FRIENDSHIP or business connections. Never ask when a story will appear.
K. Be appreciative of all space and time given. Remember the media have time and space to sell.
L. Be professional. Members of the press are always invited guests to a meeting. Never ask them to buy tickets or pay admission. It would be nice to arrange a special press table for large banquets.

VII. Keep Tools of Your Trade Handy

A. Keep publicity notebook in which you file releases such as this.
B. Your Media Chart making changes where necessary.
C. Your Style sheets for each paper you serve.
D. Copies of your releases for reference if the Media call you back.

VIII. Keep a Publicity Record Book or ask a helper to do that for you. It is a most valuable resource for your organization history.

IX. Be Proud of Your Chairmanship

You have an important post as publicity chairman for your area of the Laubach Literacy program. It is a challenging job and a time-consuming one. Those who chose you believe in you, knowing you will tell the Laubach Story well. It is a magnificent story and one that is truly newsworthy. Let the slogan, "Ride for Literacy" come alive this April 18 in '75 throughout the Bi-Centennial Year.

X. Suggested Bibliography

Public Relations Handbook, Laubach Literacy, Inc., Box 131, Syracuse,N.Y.
Education #22, T.V. and Radio Public Services Announcements, Same address
Publicity Handbook, NEWS SUN, 10020 Santa Fe Drive, Sun City, AZ 85351
Publicity Handbook, Sperry and Hutchinson Company, Consumer Services P.O.B. 935, Fort Worth, Texas 76101. Cost 19¢/mail chg.
Elements of Style, William Shrunk, Jr. with revisions by E.B. White, MacMillan Company, New York
A good dictionary is a must. The Secretary's Desk Book, Winston Co. is good.
The Art of Plain Talk, Rudolph Flesch (check with your public library)
The Art of Readable Writing, Rudolph Flesch
The Quill, a magazine for journalism published by Sigma Delta Chi

Compiled by Gertrude E. Flyte

ðen, brúd-er, hwɟl wɛ hav da on ðis sɟd ov ðɛ ɐrt, ðɛ pɛ-pl on ðɛ úd-er sɟd hav nɟt.

Just sɷ, sís-ter. Nɔ ʔam ɟ not ɑ gud tɛ́ɕ-er.

Yes, in-dɛ́d yɷ qr, and ɟ wil ŧaŋk yɷ tu giv mɛ an-úd-er lés-on sum tɟm.

RƆLZ FOR LITL FOKS AT TƎBL.

sɟ-lens	taŋks	sport	múr-mur
pá-ʃens	skɷld	yús-les	fíŋ-gerz
ɕíl-dren	hwɟn	nɷz-les	wún-drus

In sɟ-lens ɟ must tak mɟ sɛt,
And giv God taŋks bɛ-fɷ́r ɟ ɛt;
Must fɐr mɟ fɷd in pá-ʃens wat,
Til ɟ am ɑskt tu hand mɟ plat.

Ŧ must not skɷld, nɐr hwɟn, nɐr pɛ́i,
Nɐr mɷv mɟ ɕqr ɐr plɑt a-bɔ́t;
Wiɗ njf, ɐr fɐrk, ɐr én-i tiŋ,
Ŧ must not pla—nɐr must ɟ siŋ.

Ŧ must not spɛk ɑ yús-les wɐrd,
Fɐr ɕíl-dren must bɛ sɛn—not hɐrd;
Ŧ must not tɐk a-bɔ́t mɟ fɷd,
Nɐr fret if ɟ dɷnt tiŋk it gud.

Ŧ must not sa "ðɛ bred iz ɷld,"
"ðɛ tɛ iz hot," ðɛ kóf-i-z kɷld;"
Ŧ must not krɟ fɐr ðis ɐr ðat,
Nɐr múr-mur if mɟ mɛt iz fat.

Mɟ mɔ́t wiɗ fɷd ɟ must not krɔ́d,
Nɐr hwɟl ɟ·m ét-iŋ spɛk a-lɔ́d;
Must turn mɟ hed tu kɐf ɐr snɛz,
And hwen ɟ ɑsk, sa, "If yɷ plɛz."

ðɛ tá-bl kloɗ ɟ must not spɷl,
Nɐr wiɗ mɟ fɷd mɟ fíŋ-gerz sɷl;
Must kɛp mɟ sɛt hwen ɟ hav dun,
Nɐr rɔ́nd ðɛ tá-bl spɷrt ɐr run.

Hwen tɷld tu rɟz, ðen ɟ must pu
Mɟ ɕqr a-wá, wiɗ nɷ́z-les fut;
And lift mɟ hqrt tu God a-búv,
In praz fɐr ɐl hiz wún-drus luv.

Gud mórn-iŋ, Mís-ter Skwę́r-el. ʔHɔ dœ yœ dœ.

ʔWud yœ ljk tu ɛt ɑ nut ðis mórn-iŋ.

Yœ sit up vér-i strat on ðat lim. ʔKan yœ ʃak yœr poz.

ðɑ wud mœv fast ɛ-núf if yœ had ɑ nut in ðem.

ʔHwot ɳr yœ lís-niŋ fɔr. Yœ nɛd not bɛ ɑ-frád.

ʔDœ yœ tiŋk dog Jak kud kaç yœ.

Hwot big hwís-kerz yœ hav, ɔld skwę́r-el; and hwot ɑ fjn, búʃ-i tal.

American Phonetic Alphabet.

Long Vowels.

Letter.	Sound.	Name.
Ɛ ɛ	*ee*l,	ɛ
Ɑ ɑ	*a*le,	ɑ
Ɑ ɑ	*ar*m,	ɑ
Ɔ ɔ	*a*ll,	ɔ
O ɷ	*oa*k,	ɷ
ɷ ɷ	*oo*ze,	ɷ

Short Vowels.

I i	*i*ll,	it
E e	*e*ll,	et
A a	*a*m,	at
O o	*o*n,	ɔt
U u	*u*p,	ut
Ʊ ʊ	*wood*,	ʊt

Shade Vowels.

E ę	*ea*rth,	ę
Ą ą	*ai*r,	ą
Ɑ ɑ	*a*sk,	ɑ

Diphthongs.

Ɨ ɨ	*i*ce,	ɨ
Ơ ơ	*oi*l,	ơ
Ɤ ɤ	*ow*l,	ɤ
Ʉ ʉ	d*u*pe,	ʉ

Coalescents.

Y y	*y*ea,	ya
W w	*w*ay,	wa

Aspirate.

H h	*h*ay,	ha

Explodents.

P p	*p*ole,	pɛ
B b	*b*owl,	bɛ
T t	*t*oe,	tɛ
D d	*d*oe,	dɛ
Ȼ ç	*ch*eer,	çɑ
J j	*j*eer,	jɑ
K k	*k*ing,	kɑ
G g	*g*ame,	gɑ

Continuants.

F f	*f*ear,	ef
V v	*v*eer,	vɛ
Ƕ ƕ	*th*igh,	iƕ
ð ð	*th*y,	ðɛ
S s	*s*eal,	es
Z z	*z*eal,	zɛ
Σ ʃ	*sh*all,	iʃ
Ȝ ȝ	vi*s*ion,	ȝɛ

Liquids.

R r	*r*are,	ur
L l	*l*ull,	el

Nasals.

M m	*m*aim,	em
N n	*n*one,	en
Ŋ ŋ	si*ng*,	iŋ

DIRECTORY OF ADULT EVENING CLASSES, DYSART CENTER, 1974-75

Tutor		Student
Beckwith, Hallo 13089-H 100th Avenue	9 -7470	Rose Gardea
Bemis, Laura 13810 Silver Bell Dr.	977-3513	Jovita Aldaco
Britton, Mildred 14404 Newcastle Dr.	977-2790	Ignacio Soto
Cavanaugh, Celia 13080-D 99th Drive	977-2535	Orfelinda Soto
Conrad, Sylvia 9109 Willow Haven Ct.	933-6122	Richard Urquediz
Dancer, David 14205 Palm Ridge Dr.	974-1513	Elvira Rodriguez
Dickerson, Florence 11009 Cinnebar Ave.	933-7830	Anita Hernandes
Essington, Earl 10727 El Capitan Cir.	933-6182	Josephina Laureles
Gadient, Pat 9610 Hidden Valley Cir.	974-9709	Edna Brown
Garner, Edith 10512 Roundelay Cir.	977-2940	Florencio Garnica
Henzler, Charles 10911 Tropicana Cir.	933-2804	Inis Hernandez
Henzler, Louise 10911 Tropicana Cir.	933-2804	Sushi Lal
Hill, Ruth 10603 Kelso Dr.	933-7807	Maura Leyva
Hill, Wesley 10603 Kelso Dr.	933-7807	Bishamer Lal
Homan, W. R. 10902 Tropicana Cir.	977-9412	Roberto Gardea
Jordahl. Norma 12825 111th Ave.	933-7232	Jane Herrara
Kline, Alice 9289 111th Ave.	933-7180	Guadalupe Zubia
Lancaster, Freda 10847 E. Fairway Ct.	974-0856	Cruz Cano
Landman, Juanita 11218 105th Ave.	933-3943	Francisco Garcia
Lane, Doris 10638 White Mountain Rd.	977-2780	Miguel Muñoz
Leathers, Virginia 13414 Emberwood Dr.	977-5803	Leticia Gardea
MacDonald, Pauline 14409 Sarabande Way	977-3368	Francisco Meza
McNeil, Eleanor 10525 Lehigh Ct.	977-2674	Juana Vasquez
Murray, Vera 9903 Sandstone Dr.	977-5347	Angela Ramos
Ordahl, Grace 9106 Willow Haven Ct.	977-9385	Rueben Vasquez
Ordahl, Stafford 9106 Willow Haven Ct.	977-9385	Pedro Vasquez

Tutor		Student
Peterson, Alice 10736 Saratoga Cir.	933-0824	Grace Lal
Place, Ouida 9924 S. Crosby Cir.	977-4677	Estela Garnica
Raihill, Anne 11014 Cameo Dr.	977-7786	Rita Lal
Riemer, Ramona 9970-P Royal Oak Rd.	974-1295	Antonio Vasquez
Ripley, Aletha 9408 Fern Dr.	977-9064	Mario Alejandro
Ripley, H. D. 9408 Fern Dr.	977-9064	Jose Nolasco
Roberts, Mary 10304 Deanne Dr.	933-7251	Neomi Martinez
Robertson, Jean 10101 Kingswood Cir.	933-9333	Rita Lal
Ruberg, Marie 10811 Tropicana Cir.	933-0905	Lazara Herrera
Simeral, Simonne 9407 N. 111th Ave.	977-0631	Christina Schwander
Sloat, Dolores 10512 Mountain View Rd.	933-7747	Mercedes Nolasco
Walker, Jane 10514 Burns Dr.	974-0181	Cruz Salinas
White, Rosamund 13089-A 100th Ave.	977-7470	Rosario Garza
Woods, Harriet 13627 110th Ave.	974-0341	Modesta Silva

TUTORS ON CALL

Hallonquist, Johnie Lou	10409 Snead Dr.	933-3391
Holliday, Esther	11002 Santa Fe Dr.	977-1527
Moneypenny, Elizabeth	12208 103rd Ave.	933-9285
Raihill, Irving	11014 Cameo Dr.	977-7786

TUTOR TEACHING IN HOME

Porter, Elinor	10800 W. Fairway Ct.	933-5365
Moneypenney, Elizabeth * See Addendum.	12208-103rd. Ave.	933-9285

ADMINISTRATIVE

Gertrude E. Flyte, Coordinator	10453 Snead Dr.	933-7329
John Bassett, Director	10413 Tumblewood Dr.	974-0554
Jean Bassett, Co-Director	10413 Tumblewood Dr.	974-0554
Carol Moren, Secretary	127 N. El Mirage Rd.	933-1654
Kathryn Coppinger, Secretary	10743 Tropicana Cir.	933-9426
Maria Gomez, Interpreter	220 S. Main (El Mirage)	933-6660
Wesley Hill, Citizenship Couns.	10603 Kelso Dr.	933-7807
Dorothea Western, Librarian	13639 111th Ave.	977-2429
Simonne Simeral, Home Visitor	9407 N. 111th Ave.	977-0631
Paul Coppinger, Driver	10743 Tropicana Cir.	933-9426
Junior Sainz, Custodian	109 South A St. (El Mirage)	583-0838

April 1, 1975

*Additional Home teachers:

Grace Ordahl	Korean Student	9106 Willow Haven Ct.	977-9385
Ann Nelson	2 Chinese	13089 Apt. B	974-1603

Enclosure B

MANY DEPARTMENTS
at
GLENDALE COMMUNITY COLLEGE
offer a new elective course
for transfer credit

PROJECTS IN COMMUNITY SERVICE

1 **Credit Hour** —
Seminar & 3 hours field service weekly

2 **Credit Hours** —
Seminar & 6 hours field work weekly

3 **Credit Hours** —
Seminar & 10 hours field service weekly

SEMINARS at N-104
9:10 - 10:10 A.M. Tuesdays
or
7:00 - 8:00 P.M. Wednesdays

additional information:
Jane Werneken, Instructor
GCC, 6000 W. Olive, Glendale, Ariz.
Phone 934-2211

PROJECTS IN COMMUNITY SERVICE

You get college credit and job experience at the same time.

IN THE FIRST 4 SEMINARS

Leaders from at least 15 community service agencies explain the kinds of problems they are attacking and the type of volunteer help they need.

THEN . . .

You choose the work you want to do and the agency you wish to serve.

You have a much wider choice than we can indicate in a folder this small.

Your other courses become more exciting and meaningful as you apply new learnings and skills to real-life situations.

COMMUNITY SERVICE OPPORTUNITIES—A

Working in departments such as Traffic Safety, Narcotics, Courts, Planning, Budget, Research, and Public Relations for Glendale and Phoenix City Governments.

Working on a one-to-one basis with high school students who have little aptitude or interest in athletics, helping overcome their reluctance to join in group sports.

Assisting with Newsletters for City of Glendale or Community Action Centers.

Tutoring high school and elementary school students in all areas of the curriculum, including students who are learning English as a second language.

Interviewi
offenders

Working
children.

Working
Developm

Giving tu
for High

Writing le
as part of

COMMUNITY SERVICE OPPORTUNITIES—A BRIEF SAMPLING

Working in departments such as Traffic Safety, Narcotics, Courts, Planning, Budget, Research, and Public Relations for Glendale and Phoenix City Governments.

Working on a one-to-one basis with high school students who have little aptitude or interest in athletics, helping overcome their reluctance to join in group sports.

Assisting with Newsletters for City of Glendale or Community Action Centers.

Tutoring high school and elementary school students in all areas of the curriculum, including students who are learning English as a second language.

Interviewing and reading case histories of first offenders for Maricopa County Youth Services.

Working as aides in programs for exceptional children.

Working with migrant children at various Child Development Centers in nearby communities.

Giving tutoring assistance to adults preparing for High School Equivalency Certificates.

Writing letters for and reading to Senior Citizens as part of the YWCA's Friendly Visitors Program.

Register for Projects in Community Service as an elective under one of the departments listed below.

Choose Section number according to the number of credit hours desired.

ART ***ENGLISH***

GENERAL BUSINESS

HOME ECONOMICS

JOURNALISM

MEN'S PHYSICAL EDUCATION

MATH ***PSYCHOLOGY***

READING

POLITICAL SCIENCE

WHY SHOULD I VOLUNTEER?

This is a question that every student must answer for himself, in light of personal motivations and interests. For example:

Can I involve myself and relate to other people?

Do I really understand the adverse social problems that others are obligated to live with?

Am I willing to try to help others who are less fortunate than I?

Do I feel an intrinsic identifica ion with other people?

Can I find something to make my life more meaningful in terms of enriching it by helping others to help themselves?

Is this perhaps an opportunity to find a satisfying career, if I am adaptable to the work involved?

Enclosure H

ADULT LITERACY COUNCIL

ARIZONA DISTRICT # 4, INC.

A Local Volunteer Literacy Program

LAUBACH METHOD

"EACH ONE TEACH ONE"

ADULTS-Learn to read...

PURPOSE

The Adult Literacy Council - Arizona District #4, Inc., hopes to help reach and teach many of the 143,000 adult illiterates and semi-illiterates in in our states to read and write better. Such skills are the key to self-respect, a better job, a more responsible citizenship and parenthood.

"EACH ONE TEACH ONE"

Each new reader who seeks help is assigned to a workshop-trained tutor, usually on a one-to-one basis. They work together an average of three hours a week at a location that is mutually convenient.

WHAT ARE THE LAUBACH MATERIALS?

Over forty years ago Dr. Frank Laubach originated his unique method of pictures and sounds to teach adult illiterates. The Laubach method has been used in 105 countries with materials adapted to 314 languages. This method is widely used in adult basic education throughout the United States and is the basis for instruction in any projects sponsored by this committee.

This simplified method uses phonics in association with visual aids. It features a carefully controlled practical vocabulary. There are additional materials on the various reading levels, including a weekly newspaper published on two reading levels.

TEACHER TRAINING

Eligibility – Any literate adult with time and concern for others.

Training – Ten to fifteen workshop hours in the technique of using Laubach materials as taught by a qualified workshop teacher. Workshops can be arranged in any area where there is sufficient interest.

Contact is maintained with the active tutors through a monthly Kaffee Klatsch and a Newsletter. Follow-up help is given to tutors as their students advance.

Opportunities – Trained literacy workers can:
Teach an adult non-reader new skills
Give talks for literacy
Help promote and publicize literacy
Write for new readers
Provide literacy liason with groups working with the disadvantaged
Type and help with administrative work

Every concerned literate adult who is willing to devote the time and is workshop-trained can find an area of service.

FINANCES

The local volunteer tutoring program is supported by nominal workshop fees and contributions of private individuals and groups.

THE BEGINNING STUDENT

Eligibility – Any non-reading adult with a desire to learn is welcome.

Cost – When it is possible, the student is asked to pay for his materials. Where there is a lack of funds other arrangements may be made. There is no charge for the services of the tutor.

Time – Students should be willing to attend at least three hours per week regularly.

Place – At a home or a location such as a church or a library which is convenient to both tutor and student.

ACTIVITIES OF THE TEACHING PROJECTS COMMITTEE

Working through its members and in cooperation with national Laubach Literacy, Inc., and interested individuals, the Adult Literacy Council-Arizona District #4 seeks to:

- Organize workshops for training tutors.
- Recruit adult non-readers through all media-TV, radio, newspapers, agencies, etc., in the hope of reaching them to teach them to read and write.
- Arrange assignment of tutors and students.
- Encourage new adult readers to use appropriate material in the Public Library.
- Keep statistics of all teacher-student work to aid in improvement of methods.
- Develop new teaching materials at adult interest levels.

This committee cooperates with Arizona Adult Basic Education Projects and other interested agencies in the state and with community groups working with the disadvantaged.

A TWO-FOLD WORK

Adult Literacy Council, Inc., is attempting to help meet the challenge of the need here in this state. In addition, there is a deep concern for the urgent need for literacy work in other parts of the world. Laubach Literacy, Inc., a non-profit organization, is known, respected and welcomed in underdeveloped nations of the world. To help raise funds to support the production of teaching materials and the sending of literacy teams into these other countries is another function of the state Coordinating Committee. For this phase of the work done through the "Companies of Compassion" Committee, please call 944-3505.

YOU CAN HELP

IF YOU

- know of a non-reader you would like to have entered in the program
- know of persons who need further use of adult education
- would like to participate in a workshop to train as a tutor
- would like to contribute to the support of this work
- would like further information on workshops
- would like to arrange for a workshop or a program concerning one

Please contact one of the following Teaching Projects Committee members:

Mrs. Faye Boyle, Chairman
946 East Granada Road
Phoenix, Arizona 85006
Phone 254-9683

Mrs. Margaret Axtell
1668 West Glendale Ave
Apt. 120S
Phoenix, Arizona 85021
Phone 944-3505

Mrs. Gertrude Flyte
10453 Snead Drive
Sun City, Arizona 85351
Phone 933-7329

Enclosure D

Trainee Workshop Kit
June 12-13, 1975
Bryant Center, Elmwood

"...the very processes of democracy itself are damaged by the fact that so many Americans lack basic reading tools."
National Reading Council, 1970

There are between 15.5 and 21.2 million persons in the United States who are functional illiterates (who cannot read well enough to fill out routine applications for such items as loans and driver's licenses). Many are unemployed, bitter and helpless. Many of their children swell the number of dropouts and juvenile delinquents.

Thousands of volunteers from NALA affiliating groups are teaching illiterates and semi-illiterates in their own communities...Why do people volunteer? Along with purely humanitarian or Christian motivation, people find it a stimulating personal experience. In a day of escalating automation and increasingly depersonalized charity, "Each One Teach One" literacy gives something meaningful to the volunteer teacher...He needs the satisfaction of knowing one person can make a difference.

From border to border, thousands of volunteers have sat across kitchen tables, met in church classrooms or anywhere they could find a table, chairs, and a little privacy in order to feed their personal hunger for doing something that makes a difference.

Out of this "making a difference" has emerged the many valuable ideas incorporated in this kit. Our thanks to the many who have caught Dr. Frank Laubach's vision of a literate world and are volunteering their time to make it a reality.

NALA-Metro
4/74 (rev.)

1. First Things First

A. Read to get an orientation to Laubach Literacy/ NALA

A World-Wide Concern

Laubach Literacy is Organized

The National Affiliation for Literacy Advance

Front Pocket:

Apostle to the Illiterates, David Mason

Laubach Literacy News, Our World Responsibility

Laubach Literacy in Action (brochure)

U.S.A. Literacy Programs (brochure)

International Literacy Programs (brochure)

B. Become Aware of the literacy needs throughout the world.

What You Should Know About Adult Illiteracy

World Literacy Statistics, Educ-17

U.S. Literacy Statistics, Educ-18

Local Literacy Statistics

About Poverty and Illiteracy

NALA-Metro
4/74 (rev)

1

A WORLD-WIDE CONCERN

Dr. Frank C. Laubach began his literacy work among the natives of a fierce mountain tribe in the Philippines over forty years ago. He subsequently traveled the globe and worked in all the underdeveloped areas of the world, developing his methodology in 313 languages and dialects in 105 countries. He firmly believed that much of what is wrong in the world today can be attributed directly or indirectly to the problem of illiteracy, the handmaiden of poverty and oppression.

Dr. Laubach believed in war - but not a war of guns and hate, rather a war of love! Only as people joined together in love would there be a chance of attacking the problem of illiteracy.

Hope is a Man Learning to Read
- from LAUBACH LITERACY NEWS
December 1966

Everybody know, says Dr. Laubach, that
the worst famine in history is about to begin;
it is the uneducated masses who are starving; and
the answer lies in the united efforts of a great
many people of integrity and idealism, like you.

You can begin where you are, if you will ---
<u>enlist</u> your neighbors in the compassionate war
-- the war on illiteracy;
<u>pray</u>, not for selfish purposes, but that our planet
becomes the kind of world it ought to be; and
<u>join</u> with thousands, pooling your funds
to help train nationals to teach their countrymen.

Outside of the US and Canada, Laubach Literacy is working in eight countries - Afghanistan, Brazil, Colombia, India, Jordan/ Israel, Mexico, Panama, and Rhodesia. Laubach emphasizes the development of literacy programs staffed by host-country nationals and carried out through indigenous community structures.

Principal features of Laubach programming include: 1) development of student participation at all levels of program decision-making; 2)development of an empathetic "Each One Teach One" relationship in which both teacher and student learn; 3) methodology adaptable to individual student differences; 4) publication of primers and easy-to-read literature on topics of immediate importance to students; and 5) training and utilization of volunteer teachers.

Efforts of the international programs are concentrated in 4 areas: 1) materials development; 2) training of writers, tutors and program organizers; 3) technical assistance; and 4) financial assistance.

NALA-Metro
4/74 (rev)

LAUBACH LITERACY IS ORGANIZED

Laubach Literacy was incorporated in 1955 as a non-profit, non-governmental, organization* for improving the human condition through basic education. Laubach Literacy is non-sectarian and is tax-exempt.

Laubach Literacy is recognized:

Laubach Literacy cooperates with or is recognized by many private and governmental organizations. For example, Laubach Literacy is:

-A member, Advisory Committee on Voluntary Foreign Aid, and a recipient of commendation by the U.S. State Department, Agency for International Development.

-A partner in the "Right to Read," U.S. Department of Health, Education, and Welfare, Office of Education.

-A recipient of honorable mention of the 1971 UNESCO literacy prize for its work in the U.S.A.

-A recommended program of international service clubs and many religious bodies.

-A participant with Syracuse University in providing graduate education in literacy/adult-basic-education programming.

-Listed with the Council of Better Business Bureaus, Washington, D.C., and the International Assembly of Better Business Bureaus.

Laubach Literacy works internationally:

Literacy projects in eight developing countries receive funds and program assistance from Laubach Literacy. Many more countries receive information or training through Laubach Literacy.

Laubach Literacy serves in the U.S.A.

Recent polls and census data concur that more than 20 million Americans are functionally illiterate - that is, they cannot read well enough to cope with ordinary reading matter which is vital to their work and living in our society.

In 1967, Laubach Literacy formed the National Affiliation for Literacy Advance (NALA), to provide training and back-up services to volunteers. More than 11,242 active literacy tutors are now serving more than 20,200 learners in 48 states and Canadian Provinces.

A recent nationwide survey indicated that, on the average, Laubach students improved their reading by three-fourths of a school year in 30 hours of tutoring.

Learning materials are created:

In every country, Laubach materials are created to meet the special needs of the learners. In the U.S.A., for example, the New Readers Press division of Laubach Literacy publishes the most extensive series of teaching and easy-to-read materials.

*See Laubach Literacy Organization Chart, p. 16

THE NATIONAL AFFILIATION FOR LITERACY ADVANCE

AN UMBRELLA FOR LAUBACH VOLUNTEERS

From its inception the National Affiliation for Literacy Advance (NALA) has been a grass roots movement. The idea of a coordinated body of Laubach volunteers germinated in 1966 with a group of Laubach volunteers in Washington, D. C. who presented it to Laubach Literacy. "We need a clearing-house to exchange ideas and techniques being used by our Laubach colleagues in other cities and states," they declared. NALA was born when Laubach Literacy responded by employing a full-time worker to develop that concept.

NALA's major concern is to train persons to be tutors of basic reading and writing for adults and out-of-school teenagers. It also trains in the techniques of teaching conversational skills to under-educated, non-native speakers of English.

Laubach Literacy has trained volunteers to teach under-educated adults in the United States since 1945. Not until 1967, however, was the attempt made to draw the scattered groups of Laubach workers together in a coordinated activity. The 27 groups and 1,949 members recorded in April, 1968, at the end of NALA's first year, have now grown to a network of 266 groups and 12,114 members in 43 of the United States and two Canadian provinces.

As a clearing house of volunteer activities, NALA brings its affiliate members together each year in either national or regional conferences for exchange of information and techniques. It trains persons who wish to write materials at a simplified level for adults. In addition, through its publications, LITERACY LEADERSHIP[1], LITERACY INTERCOM[2] and Education Bulletins[3], it provides back-up services for its workers. NALA publications provide additional training, and share information from the field on literacy organization plans, promotional and fund-raising ideas. It sets minimal performance standards and certification for its trainers, tutors, writers, and leaders[4]. NALA structures its activities through an Executive Committee of officers and six regional chairmen, and also through eight committees appointed by the Executive Committee.[5] The Metro Expansion Program is a specially funded two-year project of NALA, in which NALA is committed to establish one new project in a large urban area in each of NALA's six regions.[6]

[1]See publication end of Section I
[2]See publication end of Section I
[3]See list page 17.
[4]See NALA brochure in front pocket
[5]See NALA LL organizational charts, p. 14
[6]See Metro Expansion Project charts, p. 15

A. WHAT YOU SHOULD KNOW ABOUT ADULT ILLITERACY

Materials to be studied: (pp. 6-13)

World Literacy Statistics. You will see on the map (p. 6) that most countries in the free world are more than 35 percent illiterate. The inability to read and write means hunger, poverty, poor health, unemployment, etc. KNOW: At least 2 of every 5 adults in the world (710-810 million) cannot read or write in any language.

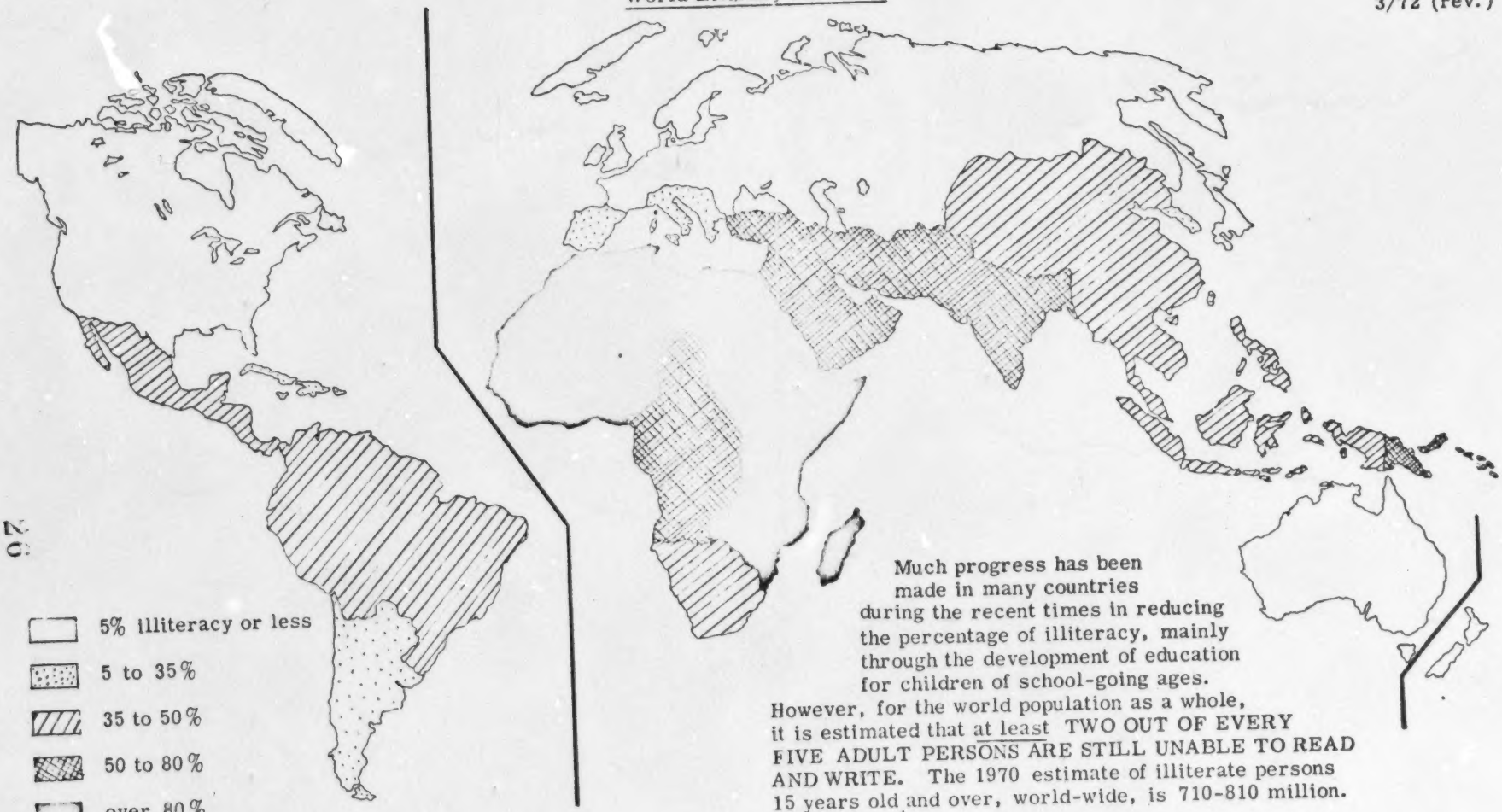
United States Literacy Statistics. Read (pp. 7-9) to become familiar with the extent of illiteracy in the U.S. KNOW and be able to explain the significance of the facts about your state. KNOW the findings of the 1970 and 1971 Harris polls.

Local (County, Metro Area, Community) Literacy Statistics. This material is to be supplied by yourself (p. 10-11). KNOW who is illiterate in your area. This information can be found in your library. Consult 1970 census volume on your state, Table 83 and 120, "General Social and Economic Characteristics." When quoting statistics, always be prepared to give the source and date.

About Poverty and Illiteracy. Pages 12-13 provide a general statement. Be able to relate it to your local situation: What statistical parallels are there between poverty and illiteracy? Between the existing school system or educational requirements and illiteracy? KNOW the definition of the term "functional illiterate."

EDUC - 17.
3/72 (rev.)

World Literacy Statistics



Much progress has been made in many countries during the recent times in reducing the percentage of illiteracy, mainly through the development of education for children of school-going ages. However, for the world population as a whole, it is estimated that at least TWO OUT OF EVERY FIVE ADULT PERSONS ARE STILL UNABLE TO READ AND WRITE. The 1970 estimate of illiterate persons 15 years old and over, world-wide, is 710-810 million.

A definition prepared by Unesco for the United Nations has now been adopted by all countries for national census purposes. It defines as literate a person 'who can, with understanding, both read and write a short simple statement on his everyday life'. It is normally assumed that he may do this in any language he chooses, but in some countries people are not counted as literate if they are only able to read and write in so-called 'vernacular' languages which are spoken by minority groups of the population.

- from Literacy 1967-1969, UNESCO, 1970

Literacy Defined:

To identify the educationally disadvantaged minority in the United States requires a specific context and operational definition of "illiteracy" and "functional illiteracy." These definitions vary widely.

For practical considerations, the illiterate and functional illiterate are most often described in terms of the number of years completed in school and a specific age range.

Bureau of Census population reports on educational attainment consistently characterize the adult population as persons 25 years old and over and assign a particular grade level as a measure of functional illiteracy. In its survey of March, 1971 5.5 million persons in this age group did not attain a fifth grade education.

Two national studies have already applied the concept of performance testing for measuring adult reading ability. In 1970, Louis Harris and Associates, Inc., were commissioned by the National Reading Council and, in 1971, by the National Reading Center, to assess adult functional reading ability in the United States. Harris employed such performance testing instruments as application forms for public assistance, social security, bank loan, Medicaid, driver's license, unemployment benefits, Selective Service, classified advertisments for employment and housing. Also used were printed instructions for making a long-distance telephone call, followed by questions based on the instructions.

The Louis Harris findings - similar in both 1970 and 1971 - were that between 15.5 and 21.2 million persons or 11-15% of the United States population 16 years and older failed more than 10% of his performance-criteria test items. For these individuals, the Harris report of 1971 concludes, "..... serious effort would be required of them to respond to the printed word in real-life situations.

taken from
A Descriptive Study of a National Volunteer Adult Literacy Program in the United States with an Analysis of Student Reading Grade Level Change.

1972. John M. Stauffer

For a census breakdown by cities and counties, consult GENERAL SOCIAL & ECONOMIC CHARACTERISTICS, Tables 83 and 120, in your state volume. Information available from local public or college libraries.

Educ-18
3/74 (rev)

UNITED STATES LITERACY STATISTICS

1970 U.S. Bureau of Census Report, GENERAL SOCIAL and ECONOMIC CHARACTERISTICS, Tables 156 & 157

	Total Adults Age 25+	Age 25+ less than 5th grade	% less than 5th grade	Age 25+ less than 8th grade	% less than 8th grade	*Enrollment in ABE Grades 1-8 1971-72	**Enrollment in NALA related tutoring projects Jan - June 1973
50 States and D.C.	109,899,359	6,038,965	5.4	17,071,756	15.5	711,595	20,201
Alabama	1,808,798	193,964	10.7	505,306	27.9	19,629	-
Alaska	134,948	7,960	5.9	15,215	11.3	2,800	-
Arizona	915,737	55,643	6.0	126,321	13.8	5,456	232
Arkansas	1,057,512	110,811	10.4	264,145	25.0	7,499	347
California	10,875,983	471,945	4.3	1,197,277	11.0	70,000	3,640
Colorado	1,141,138	36,120	3.1	101,562	8.9	4,263	21
Connecticut	1,685,598	72,011	4.2	221,769	13.2	11.117	56
Delaware	287,395	10,686	3.7	36,605	12.7	1,264	35
D.C.	423,051	22,533	5.3	68,709	16.2	4,756	93
Florida	3,967,881	234,871	5.9	650,944	16.4	62,000	665
Georgia	2,355,810	261,237	11.0	656,754	27.9	44,973	708
Hawaii	384,843	32,010	8.3	63,867	16.6	13,996	120
Idaho	368,912	8,530	2.3	27,832	7.5	3,297	-
Illinois	6,089,328	249,397	4.0	753,435	12.4	28,723	1,793
Indiana	2,746,414	88,140	3.2	307,540	11.2	8,870	494
Iowa	1,540,588	28,619	1.8	116,801	7.6	12,414	24
Kansas	1,225,988	28,283	2.3	100,766	8.2	7,391	129
Kentucky	1,713,298	160,289	9.3	404,231	23.6	14,092	52
Louisiana	1,809,914	234,349	12.9	540,613	29.9	14,933	165
Maine	537,823	15,200	2.8	56,152	10.4	2,700	-

Based on figures reported to the:
*National Association for Public & Continuing Education, by State Department of Education
**National Affiliation for Literacy Advance, a membership organization of Laubach Literacy, by local volunteer literacy tutoring projects. The number given included some teenagers & children.

	Total Adults Age 25+	Age 25+ less than 5th grade	% less than 5th grade	Age 25+ less than 8th grade	% less than 8th grade	*Enrollment in ABE Grades 1-8 1971-72	**Enrollment in NALA related tutoring projects Jan - June 1973
Maryland	2,082,549	93,920	4.5	367,724	17.7	12,057	271
Massachusetts	3,142,463	129,471	4.1	401,179	12.8	6,891	64
Michigan	4,594,461	173,234	3.7	534,504	11.6	15,000	224
Minnesota	1,990,367	47,049	2.3	179,910	9.0	4,070	141
Mississippi	1,111,789	137,800	12.3	299,711	27.0	14,807	-
Missouri	2,602,279	112.527	4.3	359,987	13.8	13,071	234
Montana	364,508	10,002	2.7	32,601	8.9	1,919	-
Nebraska	804,623	13,770	1.7	64,301	8.0	4,134	58
Nevada	265,089	5,477	2.0	17,178	6.5	1,616	-
New Hampshire	397,681	9,420	2.3	36,969	9.3	1,937	-
New Jersey	4,056,606	192,543	4.7	604,633	14.9	15,200	-
New Mexico	489,623	43,567	8.9	89,174	18.2	5,513	30
New York	10,418,555	549,980	5.2	1,556,810	14.9	22,797	22
N. Carolina	2,646,272	264,531	10.0	749,866	28.3	28,061	518
N. Dakota	318,339	13,048	4.1	41,278	13.0	791	-
Ohio	5,700,317	197,250	3.4	672,344	11.8	16,720	413
Oklahoma	1,422,569	79,531	5.5	227,750	16.0	9,700	142
Oregon	1,156,024	26,948	2.3	95,430	8.3	3,000	727
Pennsylvania	6,689,938	278,354	4.1	965,767	14.4	24,598	144
Rhode Island	524,082	28,315	5.4	90,483	17.3	2,484	-
S. Carolina	1,283,837	155,762	12.1	377,547	29.4	23,440	1,175
S. Dakota	349,497	16,985	4.8	31,676	9.1	2,053	-
Tennessee	2,127,946	202,924	9.5	508,626	23.9	17,076	144
Texas	5,817,155	540,743	9.2	1,281,468	22.0	82,651	385
Utah	492,337	9,988	2.0	29,482	6.0	2,048	-
Vermont	232,643	5,203	2.2	20,289	8.7	267	-
Virginia	2,446,082	187,414	7.6	603,419	24.7	15,078	328
Washington	1,825,888	40,032	2.1	137,845	7.5	6,000	710
W. Virginia	969,436	71,046	7.3	210,370	21.7	13,189	29
Wisconsin	2,329,796	74,887	3.2	254,108	10.9	4,200	5,470
Wyoming	175,649	4,646	2.6	13,483	7.7	1,054	-

National Affiliation for Literacy Advance
Box 131, Syracuse, N. Y., 13210

Local Literacy Statistics

Why do you need to know?

As you begin a literacy project it is very important to know the extent of illiteracy in your own community. Before people will give their time, energy and funds they need to be convinced that there are indeed, persons in their community who need to learn to read and write, who have not been reached by other programs. Most people do not admit to illiteracy; therefore, it is not always easy to locate the persons who need the help you are ready to provide.

Where can you find the data?

The government census report on the education level of a given population group is at least a place to start. From this report you can find the numbers and years of school completed, of persons 25 years and older, in a given area. Adults who have never gone to school or have less than 5 years of school are those who doubtless need basic reading skills.

For a census breakdown by cities and counties consult General Social and Economic Characteristics, Table 83 and 120 of your state volume. This information is available from local public and university or college libraries.

For cities with a population of at least 25,000 more detailed information is available and can be used to do a "Needs Assessment" for your city.

In the Reference Department of your public or college library consult Volume PHC-1 for your city. You will find your city divided into census tracts. The tables provide data on the general, social and economic characteristics of the population of that area. Those of particular interest to our work include 1) years of school completed by persons 25 years old and older, 2) the percentage or numbers of ethnic population and, 3) the number of families with poverty level income. Included in the back of this volume is a map of the area and the census tracts.

How can you graphically chart the data to show others?

1. Photocopy the map in the back of the volume and mount on cardboard.

2. Indicate on the map the number of persons

25 years and older with less than 5 years school. To do so use five different color dots, each color to indicate a given number of persons (for example: yellow 5-54; orange 55-124; etc.)

3. Use a plastic overlay on the map with a variety of shadings (vertical, diagonal lines, xxxxx's or dots,) to indicate the percentage of one ethnic population of special concern to the literacy project. Only the one ethnic group will be charted on the census tracts.

4. Use another plastic overlay on the map, in the same way, to designate the number of families with less than $3,000.00 yearly income.

This completed map can graphically and dramatically correlate the literacy, ethnic and economic characteristics of your city and/or county census tracts.

The map will become a useful tool to the student recruitment committee when they are determining where to begin searching for students who need tutoring.

About Poverty and Illiteracy.

Figures reporting poverty in the United States vary from 12 to 15 million persons whose annual incomes are under $2,000 to 40 to 50 million, whose annual incomes are $3,500 or less. In The Other America, Michael Harrington says, "The poor in America constitute about 25% of the total population."

The causes of poverty are complex, but it is no coincidence that the number of functional illiterates in the United States corresponds closely to the number of hard-core poor. Illiteracy is both a cause and an effect of poverty. The ability to read and write is an essential weapon in the war on poverty. So totally have the illiterate poor been walled off from their fellow citizens by a barrier of ignorance that it si said they constitute "a nation within a nation," "a culture within a culture.".

Some reasons for illiteracy:

Inability to read is, in itself, neither a disgrace nor a sign of low intelligence. Many of the reasons for functional illiteracy reflect the failures of society rather than those of the individual.

A few of the basic causes of illiteracy are:

- Personal poverty -- no "school" clothes, not enough energy food, no transportation
- State poverty -- insufficient schools and/or school buses for transporting students
- Migration of family -- resulting in spasmodic school attendance
- Illness
- Necessity to earn a living or augment the family income -- resulting in school drop out
- Second-class education -- inadequately trained teachers, insufficient textbooks and equipment, and racism
- Underachievement and/or limited ability

Members of certain racial or ethnic groups and those living in ghettos or some rural or isolated areas have often been affected by several of these causes.

Inadequate education is intensified by the culture of poverty. Whereas the reader has occasion to use and reinforce his reading skills every day, the non-reader falls further behind as failure piles upon failure. The non-reader too often is the offspring of undereducated parents. The bookless, non-reading family, caught in the web of poverty, is not likely to provide incentives for learning to the family members, child or adult.

Some terms:

The term "functional illiterate" as used in the United States in the past described an adult of 25 years or more who had less than fifth grade schooling. The National Reading Council survey of 1970, conducted by Louis Harrus uses "functional illiterate" to indicate a person over age 16, who lacks the reading ability necessary for survival in the United States today.

Other terms such as "educationally disadvantaged," "undereducated," and "non-reader," when applied to adults are similar in meaning.

"About Poverty and Illiteracy," was taken from Handbook for Volunteer Reading Aides, by Norma Brookhart (Lutheran Church Women, Philadelphia, Pa. Revised March, 1972) and is used with permission.

EDUCATION BULLETINS

			No. of pages	Cost each
EDUC 1	4/74 (rev)	Education Bulletins	2	N/C
EDUC 2	1974	Directory of NALA Groups and Advanced Certification for 1974-75	20+	$1.00
EDUC 3	9/69	Steps for Developing a Local Literacy Program	4	.12
EDUC 4	2/72	Guidelines for New Streamlined English Workshops	8	.24
EDUC 5	4/74 (new)	NALA Certification Standards	2	.06
EDUC 6	7/73 (rev)	Student Progress Report	1	.03
EDUC 8	4/74 (rev)	Literacy Workshop Evaluation (a form)	1	.03
EDUC 9	4/70	Guidelines for Workshops in Teaching English as a Second Language with NSE	15	.45
EDUC 11	8/69	How to Organize a Literacy Council including a Suggested Literacy Council Constitution	3	.09
EDUC 12	3/71	Application Forms, National Affiliation for Literacy Advance (a list)	1	.03
EDUC 13	3/74 (rev)	Brochures and Leaflets and Information Pieces (a list - LL, NALA, NRP)	2	.06
EDUC 14	3/74 (rev)	Literacy Tutor Data Sheet	1	.03
EDUC 15	4/74 (rev)	Ordering of Materials from NALA and New Readers Press - NALA Discount	1	.03
EDUC 16	2/72	Ear Training and Phonics	2	.06
EDUC 17	3/72	World Literacy Statistics	1	.03
EDUC 18	3/74 (rev)	United States Literacy Statistics	3	.09
EDUC 20	4/72	Develop a Promotion Committee	4	.12
EDUC 24	3/74 (rev)	Standard vs. Non-Standard English	3	.09
EDUC 25	1/71	Bibliography and Film for Tutors, Trainers and Leaders	11	.33
EDUC 26	6/68	General Lesson Presentation - NSE Skill Books 1,2 and 3	2	.06
EDUC 27	4/74 (rev)	New Streamlined English Series Student Checkup Report	2	.06
EDUC 28	9/71	Language Arts and Reading Skills Presentation	5	.15
EDUC 29	3/74 (rev)	A Ladder of Literacy	2	.06
EDUC 30	3/74 (rev)	How to Make Speech Sounds	4	.12
EDUC 31	3/73 (rev)	Introduction to Writing for New Readers	2	.06
EDUC 32	4/74 (rev)	Word Selector List - NSE 1-3	6	.18
EDUC 32a	3/70	Word Selector List - NSE 4-5	12	.36
EDUC 33	4/73 (rev)	Guidelines for Workshop - Writing for New Literates	6	.18
EDUC 36	4/70	Types of Structural Drills for TESL	6	.18
EDUC 38	12/69	An Informal Way to Find the Reading Level of a Student	3	.09
EDUC 39	3/72	Review and Reinforcement Ideas for NSE	14	.42
EDUC 40	10/69	Syntactic Structures Ordered According to Difficulty	8	.24
EDUC 41	12/69	How to Finance Literacy Programs	4	.12
EDUC 43	4/74 (rev)	Allowable Deductions on Unreimbursed Expenses Incurred in Volunteer Service to Laubach Literacy	3	.09
EDUC 44	3/73	Books by and About Dr. Frank C. Laubach	1	.03
			163	5.29

(over)

Cost:	One complete set of Education Bulletins	$4.00
	Education Bulletins in quantity in any combination	.03 per printed page
	All new & revised Education Bulletins listed above	2.00
	Subscription to any new or revised EB (in addition to those listed above) mailed automatically until May 31, 1975.	2.00

EDUCATION BULLETINS BY SUBJECT AREAS	STANDING COM. CONCERNED
1. Bibliographies 4, 9, 25, 33, 44	Certifications Publications TESL
2. Developing & Sustaining Local Programs 1, 3, 5, 11, 12, 15, 20, 41, 43	Finance Organization & Administr. Promotion Recruitment
3. Forms: data, application, evaluation 6, 8, 12, 14, 27	Research & Evaluation Certifications TESL
4. Literacy Statistics 17, 18	Promotion Certifications
5. New Readers Press Materials 15, 29	Organization & Administr. Publications Curriculum Development
6. NSE Description and Analysis 26, 27, 28, 29, 32, 32a, 38, 39	Certifications TESL Publications
7. Promotion & Public Information 1, 2, 13, 17, 18, 20, 41, 43, 44	Finance Promotion Organization & Administr.
8. Tutoring Aids 16, 26, 27, 28, 29, 30, 31, 32, 32a, 38, 39	Certifications TESL Publications
9. TESL and Non-Standard English 9, 24, 29, 30, 36, 40	TESL Certifications
10. Training; workshop guidelines 4, 5, 8, 9, 17, 18, 33	Certifications Publications TESL
11. Writing for New Readers 29, 31, 32, 32a, 33, 40	Publications Certifications

RECRUITMENT OF PROSPECTIVE STUDENTS

The most important of all the sponsoring group activities is the recruitment of students. The tutor training team gives a tutor-training workshop only when enough students have expressed a desire to learn to read and write. Nothing kills a project faster than having enthusiastic tutors all ready and eager to begin tutoring students and having no students ready to assign.

In our experience we have found that the projects which falter are those where the groundwork of student recruitment was not done. We know that the people who need to learn to read are almost everywhere. But it is not enough to know they are "there". Names and addresses of those who want to learn to read are needed. And this takes a little doing!

Letters to agencies that have contact with non-readers such as employment, vocational rehabilitation, welfare, etc. Followed up by personal calls and visits.

Public service announcements (PSA) - a detailed description for writing them including some samples, (pp.24-25).

Ad in the personal column of give-away shopping papers.

Flyers or handouts distributed throughout the community; used as stuffers with welfare checks, utility bills, and placed in supermarket grocery bags.

Posters for display in such places as neighborhood service or recreation centers, housing developments, apartment complexes, food stamp agencies, welfare office, health center, legal aid, Planned Parenthood, and laundromats.

Door-to-door recruitment by taking an educational survey in low-income areas.

Before intensive recruitment begins be sure that informed personnel and a phone number is available for students and referral agencies to call.

One caution: In the search for students, third grade or below reading level should be stressed so the student list doesn't include a number of students needing remedial help on an upper level or those who want help to pass the high school equivalency test. Public school adult basic education classes generally provide learning opportunities for upper-level students. The Laubach materials are suitable for use with complete non-readers and those whose reading level is about third grade or below, who generally do not benefit from classroom instruction.

Methods found to be most successful in recruiting new readers

The methods listed are in order of those indicated most productive and successful by 77 Laubach/NALA tutoring projects.

1. Contacts with community service agencies working with disadvantaged adults:

United Way Agencies	Motor Vehicle Department
Goodwill Industries	Banks
Welfare Department	Migrant Ministry
Aid to Dependent Children	Urban Renewal Housing Mgt.
Volunteer Service Bureau	Low Income Housing Owners
Employment Service	Prisons and Jails
Social Security Office	Parole Officers
Community Action Program	TB Hospitals
YMCA YWCA	Mental Hospitals
Neighborhood Councils	Visiting Nurses
Community Centers	Gas Stations
Rescue Mission	Head Start Mothers
Salvation Army	Labor Unions
Health Agencies	Manpower Training Programs
Vocational Rehab. Dept.	P. T. A.'s

2. Person-to-person approach by neighborhood leaders, neighborhood youth corps, neighborhood councils, adult students enlisting others.

3. Newspaper publicity, Sunday magazine section, ad in personal column of neighborhood shopping paper.

4. Referrals from public schools and adult basic education program.

5. Radio and TV public service announcement.

6. Church - pulpit announcements - bulletins - newsletters.

7. Posters and flyers used in laundromats, supermarkets, health clinic, employment agencies, with welfare checks.

8. Contacts with businesses and industries.

9. Advertising billboards (contributed by local advertising firms).

10. Informal coffee hour at a neighborhood center adult gathering.

RECRUITMENT OF PROSPECTIVE TUTORS

AND OTHER VOLUNTEER WORKERS

When students are found and a workshop date set the recruitment of tutors begins. Usually, if a real need can be shown and with any kind of publicity at all, it is not hard to find prospective tutors. After several students are recruited, the public can be told, "We have a number of persons in our community who are asking for help to learn to read and write. We have a reading program which has proven effective with adults and which does not require a professional to use. We will have a workshop to train people to use this program. Won't you help?"

1. Newspaper publicity.
   "How-to" handbook, So You've Been Elected Publicity Chairman, in back pocket.
   Prepare news article for a beginning project. (Sample, page 24.)

2. Public Service Announcements. Radio and TV stations are required to give a specified amount of free time to announcing causes of service to the public. These media have been very effective for recruiting tutors and other interested persons for the cause of literacy.

3. Church Bulletin Announcements in as many churches as possible.

4. Speaking engagements at ministerial associations, Chamber of Commerce meetings, service clubs, women's groups, and anywhere else an audience can be found. ("How-to" for literacy speakers follows on pages 31-33.)

5. Brochure. A sample from a NALA affiliate is included in the back pocket of this kit. It includes, in a concise and appealing layout, all the pertinent facts a casual inquirer would want. A brochure presents your projects initial image to the public; make it as professional looking as possible. Here's how you'll use it:

   - Mailed with appeals for membership or funds
   - Distributed by speakers at church or civic groups
   - Used by tutor recruiters
   - Sent with a cover letter to those inquiring about your program
   - Enclosed in letters introducing your program to prospective Board members, media contacts, and other supporters.

The sponsoring group may locate persons who are interested in a community literacy project, but who cannot tutor. These persons should be enlisted for other volunteer leadership. The possibility of persons or groups who can make financial contributions should not be overlooked. Interested business men and women may be tapped for contributions in kind: office space, office equipment and furniture, stationary supplies and other needs. In fact, the investigation of community financial resources should be a definite part of this preliminary work.

A Sample News Article

When you're an adult and cannot read, living involves much guesswork. Eliminating the quandry of what road signs mean and the embarrassment of not being able to help one's child with his homework is why volunteers are being asked to train as tutors to tutor the estimated (number of) adults who have not gone to school and the (number) who have not gone beyond fourth grade in (city) . A ten- to twelve-hour workshop is being held to train tutors in the Laubach methodology of teaching reading on a one-to-one basis.

Developed over forty years ago by Dr. Frank C. Laubach during his work with adult illiterates in the Philippines, the methodology recognizes the fact that adults learn differently than children. Because an adult's mind is developed, he learns best by association. Because he already knows the meaning of words, the adult has only to learn to connect the written symbol with the spoken word. Dr. Laubach's reading methodology has been credited with teaching 60 million how to read. At the time of Dr. Laubach's death in June, 1970, his reading primers had been printed in 313 languages and used in more than 105 countries.

The mainstay of all Laubach programs, both in this country and overseas, has been the volunteer tutor. Trained in a Laubach literacy workshop, the tutor works on a one-to-one basis with an adult who has asked for help in learning to read. There is no charge to the student for the tutoring. The volunteer pays a nominal workshop fee and purchases a tutoring kit.

According to Mrs. _____, Chairman of the (group), "The (number) adults in (city) who cannot read are statistics, but more than that, they are people who need you. They need you and they need this skill of reading which could change the course of their lives." The workshop being held (time and place) is to train tutors for the students who are now waiting for tutors. Pre-register by calling (name and phone).

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PUBLICITY AND PROMOTION

The Wonderful World of the P.S.A.

All radio and T.V. stations are required to provide free time to non-profit organizations for public service announcements — P.S.A.'s — and are happy to do so. In addition to the various approaches mentioned in, So, You've Been Elected Publicity Chairman (page 18-25, back pocket), we have the old reliable spot announcement, 10, 20, or 30 seconds long - or 60, on rare occasions. These are what you'll use for student or tutor recruitment, workshop announcements, and auxiliary promotion for fund drives and special events. The following rules will help in using this method for best effectiveness:

Write your spot carefully, combining listening appeal with conciseness; count on approximately 30 words for a ten-second spot, 100 words for 30 seconds. Stations will broadcast the shorter spots more frequently.

Observe deadlines. Try to get your copy to the stations a week ahead of time, with the broadcasting period carefully marked. Habitual good manners will provide a buffer for a rare unavoidable last-minute item.

Don't abuse the privilege. Choose the stations for each spot with a specific target audience in mind, and try to vary the copy on repeat-type announcements, such as workshop dates.

Tape testimonials. Some students will be pleased to cut a tape describing what reading means to them; help them write out their thoughts in their own words, and practice in private with a tape recorder until you have what you want. Second best is to tape someone in the community whom prospective students can identify with and look up to -- a current sports hero or local leader.

Try to keep even the briefest copy specific, personal and dramatic.

Sample Public Service Spot Announcements

For Student Recruitment:

Are you having trouble finding or keeping a job because you cannot read or write? There is help for you. There are many people in (city) who want to help others learn to read. Call (number) for a tutor. The lessons are private and they are free. The number to call is _____. Call (name of group). The number again is _____.

Everything in this life seems harder--or impossible--if you cannot read and write. Are you an adult who needs to learn to read? Private lessons are available to you. They will cost you nothing. (name of group) will get a tutor for you. You and your tutor will decide when to have the lessons and where you will meet. Many others in (city) are learning to read with a Laubach tutor. Why don't you call (name of group) (number). Don't put it off. Get help right away. Call (name of group) (number).

Tutor Recruitment:

Do you like to read? (number) adults in (place) would like to if they could learn how. You can help, volunteer for literacy. The next tutor-training workshop starts (date) at (time). For information call (number) pass the word. (20 sec.)

Many adults can't read. But they can learn, and you can help. Find out how. Call (number). (10 sec.)

The Fine Art of "Scrounging"

No literacy project springs into life fully funded, and the majority seldom reach a state of absolute security in this regard, so a vital skill to develop early is the art of procuring In-Kind Contributions, hereinafter referred to as "Scrounging". Scrounging is getting free for your project that which otherwise would have to be paid for and any materials or professional services so given are tax deductible.

You're already an accomplished scrounger, just by having a tutoring program. According to the Office of Education Statistics, quoted in the NALA Leadership, volunteer hours can be calculated as worth $3.00 each, contributed teaching space and office space as worth $2.00 per sq.ft.not to mention office equipment and so forth. (These figures are very helpful in a fund-raising campaign "your dollar goes further," etc. another place where record-keeping comes in handy.)

The following is a list of some of the places to begin developing your scrounging skills:

Churches - Aside from offering the support of literacy missions and tutor recruitment, many churches can provide office space and/or furniture, use of a telephone, and access to printing equipment.

Schools - Aside from the obvious benefits of expertise and status that a close liaison with your Adult Education department can offer, there is also the opportunity to have classroom and office space, access to printing and other equipment, built-in student recruitment, furniture, teaching aides, libraries, paid-for Skill Books, paper, stencils, etc.

Business and Industry - One group reports their brochures have always been contributed free-of-charge by the state AFL-CIO. Another's posters were printed and designed by the art department of a local T.V. station, on poster board donated by a printing company. For years, all the paper for another's newsletters, kits, and flyers have been donated by local paper companies. A major printing company gave one lovely, gold-bordered "Certificates of Appreciation"-- of which they were one of the first recipients! Board members in local industries have not only done most of the printing of such items as Board Minutes and solicitation letters for many projects but, they have also covered the mailing costs. Some industries, such as G.E. and Xerox, even have a policy of lending out their executive talent. Your local Advertising Club may provide talent for design and layout of promotional materials, if you pay the cost of materials and execution. (Most of your media promotion will be free. See the article on P.S.A.'s. page 25 and 26).

The Fine Art of Scrounging (cont'd)

Services may come from various sources. Never pay for a service without first trying to scrounge it. For instance:

Legal Services. Attract a lawyer to your cause, to secure your state charter and your tax-exempt status.
Accounting services. Scrounge your annual audit (required by I.R.S.) and the know-how to set up your bookkeeping practices.
Public Relations services: Tapes, slides, P.S.A.'s.

The following attitudes will help to insure successful scrounging:

As in everything else, get the right person for the job. Your most successful scrounge may be in capturing the interest and enthusiasm of someone with lots of contacts, whose talents, or at least name, you can use.

Be specific. Have an idea of what you want, when you need it, in what quantity, and to what purpose. It is wise also to be prepared to offer an alternate proposal in the event your contact is unable to provide you with the material or service requested - perhaps he can contribute something else you need, or cash.

Follow up. Write a thank-you note, telling how the contribution was used and what was accomplished. Do this also with money gifts, of course.

Never forget, the most important thing you can scrounge is good will. Always leave your contact with a positive feeling for your program. Your enthusiasm and dedication is contagious- give your contact a chance to catch it.

III. Training of Tutors in the Laubach Methodology

The Laubach Reading Program

The Tutor Training Workshop

Brief Outline of the Laubach Workshop

The New Streamlined English Kit

Ordering of Materials

The New Streamlined English Series (brochure)

THE LAUBACH READING PROGRAM

The aim of the Laubach method is to enable the adult to learn to read the language he speaks as quickly and enjoyably as possible.

The Laubach methodology is not a static system, fixed once and for all. It has evolved during the past 40 years through practical experience in teaching thousands - even millions - of adults to read. Lessons have been prepared in 313 languages representing 105 countries, including most of Asia, all of Latin America and nearly all of Africa.

The methodology was first known as the "key word" method because of the use of key words to teach individual sounds. Later, as Laubach Literacy teams worked in other languages they developed other devices to help the student....Finally, the Laubach team developed a method of teaching each letter of the language by associating the shape of the letter with an object whose name begins with the sound the letter represents.

Laubach Literacy is constantly trying to improve the lessons to make them easy as possible for the adult student. The lessons are never considered successful just because they sound logical. They are successful only as they are proved in the field. Even after they are published, Laubach Literacy encourages suggestions for improvement, provided these suggestions come from practical experience.

SOME PRINCIPLES OF THE LAUBACH METHOD

1. Establishing sound-letter relationships
2. Learning through association
3. Moving from the known to the unknown
4. Familiar vocabulary introduced
5. Use of repetition to strengthen the visual image
6. Use of meaningful content
7. Something new in each lesson
8. Independence in learning
9. Reading and writing taught together
10. Lessons easy to teach

THE TUTOR TRAINING WORKSHOP

Initiating a new project is a little like "Which comes first, the chicken or the egg." It's hard to recruit students and tutors without a date for the tutoring to start and you don't want trained tutors with no students to tutor. Usually when a date for the workshop is set, the recruitment of students and tutors begins and a big dash of faith is added that enough of both will be found by the time of the workshop. Students are needed to be paired with tutors at the end of the workshop.

The tutor training workshop requires a 10-12 hour period and must be arranged to be completed within 3 days. It can be scheduled during days, nights, or weekends. The full workshop is required for persons to receive a certificate. A minimum* of 30 people who are committed to become tutors, plus the sponsoring group and other leadership, should register for the workshop (30-45 persons altogether). Pre-registration for the workshop is required. All notices should contain the information--that pre-registration is necessary and the full workshop is required for a certificate. Experience has taught that it is best not to consider a person registered until his fee has been received. It is helpful to send a confirmation** card after the workshop fee is received. A Tutor Data Sheet (sample, Appendix) will be filled out at the workshop by each tutor.

A suggested workshop fee is $3.00 per person. This amount is usually enough to cover the duplicated materials used in the workshop and the workshopper's first year's membership in NALA. Each local group decides on a fee according to their needs.

The sponsoring group orders and takes responsibility for payment to New Readers Press for the tutoring kits @ $8.80. (Lists and prices, see page 40). This is a revolving account, reimbursed when the tutor buys the kit at the end of the workshop. The sponsoring group should underwrite the cost of the workshop fee and tutoring kits for tutors committed to tutoring but who cannot afford the cost. Each person who tutors will need a kit to prepare the lessons. The students are encouraged to buy their own books as they use them; for example, the first Skill Book costs only $1.26. A small fund should be available for student books for those unable to purchase them.

The cost of the initial consultation, recruitment helps, training team and organization helps will be underwritten for the Metro Expansion Projects by NALA. For groups not involved in the Metro Expansion Projects, a workshop team and consultation can be arranged for with NALA/Syracuse on a cost basis.

* In the Metro Project
** M-2 - Appendix

Brief Outline of a NALA/Laubach Training Workshop

1. Brief developmental story of Laubach Literacy and its world-wide influence since the beginning of Dr. Frank C. Laubach's work in 1929.

2. Illiteracy in the world, in the United States, in the state and in the local community. The need for the "Each One Teach One" approach.

3. Instruction and practice in teaching The New Streamlined English Series. (See NSE descriptive brochure at the end of Section III.)

4. The psychology of tutoring undereducated adults.

5. Introduction to writing for adult new readers.

6. Additional materials for the adult new reader - the "Ladder of Literacy" concept.

7. Relationship of the local project to the National Affiliation for Literacy Advance and Laubach Literacy, Inc.

Note:
The statements on pages 38-39, relate to the New Streamlined English Series (NSE) basic training workshop for tutoring in reading and writing. If training is needed to teach conversational skills to persons who are learning English as a second language, an additional 12-hour training workshop is needed. This additional workshop could change the cost of materials and the workshop fee.

New Streamlined English Tutoring Kits

Teachers Manual	$2.89
Skill Book 1	1.26
Skill Book 2	1.38
Skill Book 3	1.59
Check-up for each Skill Book (3 @ 20¢ ea.)	.60
Diploma for each Skill Book (3 @ 10¢ ea.)	.30
Test Manual for Check-ups	.45
Correlated Reader -- In the Valley	.59
City Living	.59
New Ways	.69
	$10.34
Less 15% Discount for NALA Members	1.54
	$ 8.80

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IMPORTANT NOTICE:
NALA Supplies Chairmen

ORDERING of MATERIALS from
NALA and NEW READERS PRESS

Regulations regarding New
Readers Press NALA Discount

All materials should be ordered six weeks ahead of time to allow ample time for delivery.

1. EDUCATION BULLETINS order from the NALA office, per EDUC 1.

2. All materials listed in the New Readers Press catalog order direct from New Readers Press (NRP) by specific title and quantity. NRP address is Box 131, Syracuse, New York, 13210, and its phone is (315) 476-2131 or 2132. Orders under $5.00 must be prepaid. Current catalog prices include postage (and handling) except for Special Handling, which is billed at an extra 2% of the order.

3. All printed brochures and pamphlets except Education Bulletins order direct from NRP by exact quantity, titles and stock numbers per EDUC 13. Send $1.00 for every 200, plus 25¢ for each additional 100 or fraction thereof.

4. Changes or corrections should not be made on the face of an invoice when being presented with payment. If the invoice is incorrect, please notify NRP before making out your check. The invoice number should be given and the problem clearly stated. Errors will be corrected by reinvoicing, or issuance of a credit memo.

5. Accounts are payable within 30 days.

6. NALA Certificates
   Order direct from New Readers Press @10¢ ea. plus postage:
   Laubach Tutoring Certificates (for workshops)
   Laubach Writers Workshop Certificates
   -- May be ordered only by NALA authorized Supplies Chairmen, Tutor Trainers, Master Tutor Trainers and Instructors of Writers. Please indicate authorization or certification with each order.
   -- May be issued only by Certified NALA Trainers or Instructors of Writers.

   Order direct from NALA office @10¢ ea. plus postage:
   Senior Literacy Tutor Certificates
   Literacy Leader Certificates -- May be issued by local literacy groups.

   Tutor Trainer, Master Tutor Trainer, and Instructor of Writers Certificates are issued only by NALA upon receipt of Certification Application forms.

7. REGULATIONS CONCERNING NALA DISCOUNT PRIVILEGE on NRP materials

   NALA discounts are granted by NRP only upon request with each order. NALA discounts are granted by NRP only upon request with each order. The discount is granted for materials listed on EDUC - 29, Ladder of Literacy, and for subsequent readers added to the series listed on EDUC - 29. You must state whether you are a NALA member, a certified trainer, or a Supplies Chairman.

   1) No 15% discount will be allowed for orders under $5.00

   2) The 15% discount will be allowed to any NALA member on orders up to but not exceeding $50.

   3) The 15% discount will be allowed on any orders exceeding $5 to persons authorized by NALA groups on Form N-5, "Supplies Chairman for NALA Group Orders." Additional N-5 cards may be requested from the NALA office for groups who may wish to register more than one Supplies Chairman. Example: A council may wish to register a person from each of their reading centers to order direct from NRP. Supplies Chairmen must take responsibility for seeing that payments are made.

   Repeat: NALA discounts are granted by NRP only upon request with each order.

For further information write to:
National Affiliation for Literacy Advance
Box 131, Syracuse, New York, 13210

KEEPING OF RECORDS

Keeping records of the volunteer literacy activity is one of the most important tasks of the project. Many people will say "why? I only want to tutor; as long as my student and I meet, isn't that the most important task?" To that we say "yes." But in order to provide effective programming for and give adequate support to student and tutor, it is necessary to keep records of what is being done.

If you expect the community to support you, the community will need to know exactly what you are doing. You will want to be able to present a composite picture of tutors and students and what your program is worth to the community for prospective donors. An agency which refers a student to the program will want to know what happened to that student. And, of course, most persons who give their time, talent, and resources to your literacy project will want to know if it is worth their investment. It isn't enough to have a subjective "good" feeling about your project; you must also have objective data to "prove" your effectiveness.

To get objective data involves two kinds of records:

1) Of the persons trained and certified to tutor and of the students they tutor. This will include quantitative and qualitative measures and evaluations.

2) Of the activities of the project other than tutoring. Records will be needed of time invested and achievements in the areas of publicity, promotion, recruitment of prospective students and tutors, tutors' meetings, training and follow-up training.

All data is easier to collect and compile if there are forms available and if they are kept regularly and consistently.

During the period of the NALA/Metro grant, a quarterly report of the project to the Metro Project Coordinator will be needed. An annual report in June to NALA is requested also, and will be asked for each year thereafter. Usually semi-annual and annual reports to the project board and community are sufficient.

STUDENT AND TUTOR RECORDS

The final record of student and tutor activity will be organized, recorded and reported by the person who matches students and

tutors. This could be one person, or if the project has teaching centers, it can be done by one person in each center. This person may be called the Student-Tutor Coordinator. The prospective student and/or prospective tutor could pass through several people before being the responsibility of the Student-Tutor Coordinator.

We will follow a prospective tutor and a prospective student from inquiry to placement. The forms referred to are in Appendix. See p 57.

Prospective Tutor Inquirer: The one whose phone number is given in mass-media publicity will record the name, address, zip and telephone of a person asking for information. A running list of names and addresses can be kept in a looseleaf notebook. If informational materials(such as brochures, information letter, or workshop form) are requested by the inquirer and sent, this is noted. If the inquirer is interested in a workshop and one is scheduled, a Workshop Registration Form(M-1) is sent to be returned with the workshop fee. A Workshop Confirmation Card(M-2) is sent after the fee is received. If no workshop is scheduled, these names are held in readiness to contact for the next workshop. When the Workshop Registration Form is returned(with fee paid, and any other pertinent data noted), it will be given to Workshop Registrar. Fees will be sent to the Treasurer.

The Workshop Registrar will be responsible for:

--Preparing a tentative list of those registered for the workshop. The list should be alphabetical and include name, address, zip, telephone, whether fee paid, and other pertinent data known about the person.

--Providing in the workshop materials a NALA/Metro Tutor Data Sheet(M-3) for each registrant to fill out at the workshop.

--Preparing the final Workshop Attendance Record(M-4) in triplicate(one for Student-Tutor Coordinator, central file copy, and Metro Coordinator copy) from the Metro/Tutor Data Sheets.

It should include the place of the workshop, the trainers, date, kind of workshop, name address, telephone, zip of each registrant, what sessions each registrant attended, certification noted, those who purchased NSE kits.

--Preparing permanent file cards called Tutor Data Cards (M-5) made from the Tutor Data Sheets for the General Project Chairman(central file). Those who did not complete the workshop are put on a workshop make-up list for the next workshop. A leader of the project will notify those persons who missed the session(s) and encourage them to finish and be certified.

--Providing NALA/Metro Tutor Data Sheets to the Student-Tutor Coordinator to assist in placing the tutor with a student.

The Student-Tutor Coordinator or workshop trainer will introduce the tutor to a Monthly Tutoring and Attendance Calendar (M-6) to be kept monthly, by each tutor, and sent or filed with the Student-Tutor Coordinator or with the Center Coordinator. The tutor will also be given a sheet called Preparation for the Tutoring Venture(M-7), which will give the tutor instructions on how to begin the tutoring assignment.

Student Referral and Follow-Up

When a prospective student's name is referred to the project, a Student Referral and Information Form(M-8) is filled out as completely as possible by the person who takes the call, and then sent to the Student-Tutor Coordinator. It should be filed alphabetically in a looseleaf notebook until the student is placed with a tutor and has had the first lesson.

In the front of the notebook is the Student Information Summary Sheet(M-9) to keep an accumulative record of how many students have enrolled in the project by demographic categories during the year. When a student is placed with a tutor, the appropriate categories are checked(ex: age, whether ESL or native speaker, etc.) on the composite report from the Student Referral and Information Form. (Use the slash lines when an entry is made: //// //.) This accumulative record provides the yearly information needed for the NALA/Syracuse Annual Report requested in June of each year, as well as for your annual report to your board.

The Student Referral and Information Form is checked in a box in the upper right corner, to indicate information has been recorded, and then filed in the student file folder.

A permanent file card called a Student Data Card(M-10) is prepared by the Student-Tutor Coordinator, with date tutoring started and tutor's name recorded and sent to central file location.

A Student File Folder is prepared for each student. The file folder is color coded according to the quarter that the student begins lessons. (Blue for quarter #1, July, Aug, Sept.; Red, #2, Oct., Nov., Dec.; Green, #3, Jan., Feb., March; Yellow, #4, April, May, June.) Color coding can be done with color edged labels or with magic markers. Include the fiscal entry year on the folder label. The Student Referral and Information Form, Tutor Data Sheet(if the tutor tutors more than one student, the data sheet is duplicated and filed with each student), Monthly Tutoring & Attendance Calendars as they come in, Student Check-up Report(M-11), Skill book Diploma Stubs, and any other relevant information is put in this file. The file folder is filed in an Active Student File.

If the student was referred by an agency, a Student Referral Reply Form(M-12) is completed by the Student-Tutor Coordinator and sent to the agency to inform them what has happened to the student.

If the student is referred to another group for tutoring(such as ABE), this fact is recorded on the Student Referral Information Form and filed in an inactive folder labeled "Referred to other Agencies." When tutoring is terminated, all available information is tabulated and recorded on the Student Termination Report (M-13), which is placed in the student's file.

The referral agency should be notified at student termination.

At the termination of a student, the information is sent to central office file to be recorded on the Student Data Card and filed in an inactive file. The student progress is recorded on the Student Data Card in the central office every six months.

Tutor Data Cards should be brought up to date at the time a tutor terminates lessons or every six months.

The Student-Tutor Coordinator will be prepared to give a quarterly report of students and tutors on the Student-Tutor Quarterly Report Form(M-14).

PROJECT ACTIVITY RECORDS

Records of project activity other than tutoring are more difficult to compile because usually committees as well as individuals are involved. If persons involved will acquire the habit of filling out the Volunteer Literacy Activity Report(M-15) as soon as the activity is completed, recording total time expended by volunteers on behalf of the project will be simplified.

The Volunteer Literacy Training Record(M-16) is to be used to record the various training and support services(such as tutor meetings) offered by the project. The form should be completed by one of the training team and given to the Council Records person.

The information from the Student-Tutor Quarterly Report, the Volunteer Literacy Activity Report, and the Volunteer Literacy Training Record will be compiled by the Council Records person on the Project Quarterly Report(M-17). This total report should give a picture of what the project is doing and how much time is expended to do it.

A Project Annual Report(M-18) should be prepared after June 30 of each year to cover the previous year from July 1 to June 30.

KEEPING UP THE GOOD WORK!

Tutor get-togethers - Tutors need to feel that someone continues to care about them and their students. The tutor meetings are a place to share problems and experiences, to"talk shop." Every tutor probably will not attend every monthly meeting, but is encouraged to come as often as possible to share with the others, even when he/she has no particular problems. Tutoring can be a very lonely and sometimes frustrating job - expecially if there is never any contact with one's literacy colleagues after the workshop.

Further training -

1. Follow-up workshops for those tutoring who feel they need extra helps as they continue their tutoring.
2. Refresher workshops for those who do not take a student at the end of the workshop and who want a brushup before starting with a student several weeks later.
3. Writing-for-new-readers workshop for those who wish to learn to write for adults at a simple reading level.

Literacy library - Resources for both tutor and student. A collection of a variety of low-level reading material for student use can be set up in the local literacy office, or in cooperation with the local library. Tutor resource books should be available for further information and inspiration in the literacy office.

NALA - Additional certification can be obtained by qualifying according to NALA standards. (See NALA brochure in front pocket.) Advanced certification is offered as a Literacy Leader (for officers of groups), as Senior Tutor, Tutor Trainer and Master Tutor Trainer, and Instructor of Writers.

LITERACY LEADERSHIP is a nationally published newsletter for certified trainers and project leaders. LITERACY INTERCOM is published and sent to all NALA members. Volunteers enjoy reading about kindred programs throughout the United States, and getting a sense of being involved with a greater effort.

National and regional conferences held in alternate years provide other opportunity for volunteers to exchange ideas and techniques and see themselves a part of a larger movement.

The struggle to keep going - Every effort should be made to present your project as one which will be ongoing and ever growing until every person in your community who has need of reading help, and who will accept it, has it available to him. And, even then, growth is possible by developing one's own tutor training team to serve not only the local program, but an ever-widening circle. Many training teams have gone to other cities and counties to put literacy in action.

In order to grow, continuous work is necessary in recruiting students and tutors, training and publicity and promotion. Keep the issue alive in your community and let people know what is going on in your Laubach/NALA project!

THE CHALLENGE

We must ask ourselves, Do we really intend to DO SOMETHING? Let us caution ourselves against merely a token action. The goal to keep before us is that of not stopping until <u>all</u> have been reached!

The spectre of illiteracy in many parts of the world is jolting. Especially in our United States, it is shocking. On September 23, 1969, Dr. James E. Allen, Jr., who was then Assistant Secretary for Education and U.S. Commissioner of Education, addressed the National Association of State Boards of Education in Chicago. He pointed out that one out of every four students nationwide has "significant reading deficiencies"; that in large cities, "up to half of the students read below expectation"; that there are "more than three million illiterates in our adult population"; that about half of unemployed youth are "functionally illiterate"; that three-quarters of juvenile offenders in New York City are "two or more years retarded in reading"; and that in a recent U.S. Armed Forces program, called Project 100,000, "68.2% fell below grade seven in reading and academic ability." Commissioner Allen then proclaimed that "We should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability."

It seems there will never be money nor professionals enough to tackle this problem. Accordingly, the National Affiliation for Literacy Advance is actively engaged as a Partner-in-Service in the National Right-To-Read Program of the U.S. Office of Education. Having a workshop taking a student, organizing a project - all this is only a beginning. Each group must decide for itself how seriously it wants to become involved. The national Laubach/NALA offices can offer encouragement and services, but ultimately, the decision is up to each community. Success is limited only by the narrowness of the vision. Speaking to a meeting of the 1971 International Reading Association, Walter Straley, Vice-President of American Telephone and Telegraph said, "I think of reading and learning to read as one, yet perhaps an important path to a new kind of confrontation - a loving confrontation between a person who reads and one who doesn't read."

IF IT IS TO BE

IT IS UP TO ME!

NALA-Metro
4/74 (rev)

WORKSHOP REGISTRATION FORM

Name _____

Address _____

Phone _____

Thank you for your inquiry concerning the Laubach Literacy Workshop to be held to train volunteer tutors to tutor nonreading adults in our community.

PLACE:

DATE:

TIME:

In order to provide sufficient materials, each class will be limited to 30 participants. Preregistration is required. The entire workshop (10-12 hours) must be attended to be certified as a tutor.

Please fill out the form below and return with a workshop fee of $3.00. Your registration will be confirmed.

Clip and mail to:

Name _____

Address _____

Phone _____

Name _____

Address _____ Phone _____

_____
Zip

$3.00 enclosed. Check _____

Money Order _____

Front

4X6" card

TUTOR DATA CARD

Name_____ Address_____

Phone--Home_____ _____

City State Zip

Office_____

Approx.Age_____ Ethnic Group_____

Basic Wkshop(dates)_____ Refresher_____

TESL Wkshop_____ Other_____

Advanced Trng_____ Certification SrT--TT-MTT

Special Skills: Phone _____ Other _____

Typing_____ Duplicating_____ _____

Office_____ Speaking_____ _____

Back

4X6" card

Time Available: (Circle) Day Night

ASSIGNMENTS

Student's Name	Beg.Date	Term.Date	Why

Comments:

NALA/Metro
3/74

Front

4X6" card

STUDENT DATA CARD

Name_____ Address_____

Home Phone_____ _____

or How to Reach_____

Age_____ Marital Status_____ No. children/home_____

School Grade Completed_____ Ethnic Group_____

Occupation_____ Employed by_____

Time Available_____ Can travel to tutor?_____

Referred by_____ Date_____

Immediate Need_____

_____

Back

4X6" card

Tutor	Beg. Date Level	Term. Date Level	Why Terminated

Comments

NALA/Metro
3/74

The New Streamlined English Series
Student Checkup Report *

Name of Student _____ Phone _____

Address _____

Student's Native Language _____

Birthdate or Approximate Age _____ Date of Enrollment _____

Present Employer _____ How long? _____

Name of Wife (or Husband) _____

Names & Ages of Children _____

_____

Checkups for Skill Books:

1			2			3			4			5		
#	Raw	P	S	Raw	P	S	Raw	P	S	Raw	P	S	Raw	P	S
1.	___	24	18	___	30	22	___	30	24	___	40	30	___	80	65
2.	___	24	9	___	15	12	___	20	16	___	5	4	___	32	25
3.	___	15	12	___	24	18	___	20	16	___	15	12	___	32	25
4.	___	30	24	___	30	24	___	40	32	___	5	4	___	30	24
										___	12.5	8	___	15	12
										___	15	12	___	55	44
										___	7.5	6			
										___	15	12			
										___	10	8			
										___	5	4			
										___	10	8			
Totals:	___	93	73	___	99	76	___	110	88	___	140	108	___	243	194
Dates:															

# Scores: Raw Score is the total of all points
P = Perfect Score; S = Satisfactory Score (75% on Understanding and 80% on other checkups)

*For teacher use only. For detailed instruction on administering and scoring the checkups, please refer to *New Streamlined English Test Manual.*

Summary of special reading problems and remedial program or supplementary helps used.

Skill Book 1 _____

_____

_____

Skill Book 2 _____

_____

_____

Skill Book 3 _____

_____

_____

Skill Book 4 _____

_____

_____

Skill Book 5 _____

_____

_____

Name of Teacher _____ Phone _____

Address _____

Name of Teacher _____ Phone _____

Address _____

Name of School or Tutoring Program _____

Additional copies of the Student Checkup Report may be reproduced or obtained from:

New Readers Press
Box 131
Syracuse, New York 13210

Name _____

Address _____

Phone _____

STUDENT REFERRAL REPLY

_____ was referred to our office _____
Name Date

1. The student has been referred to _____
Tutor's Name or Center

_____

2. We do not have any tutors available in this area at present We will contact you when we have been able to place

_____
Student's Name

3. _____ has been referred to:

_____
ABE

_____
Center

_____
Other

_____

NALA/Metro
3/74

STUDENT TERMINATION REPORT

Date _____

Student name _____

Tutor name _____

(if more than one list) _____

_____

How long in program _____

Total hours tutored _____

Entered approx. what level _____

Left program approx. what level _____

Why left program (such as moved, unmotivated, reached goal, entered ABE, etc.) _____

_____

_____

Any particular goal of student reached _____

_____

_____

_____

Other comments concerning student (reading achievement, attitude, personal problems, etc.) _____

_____

_____

_____

NALA/Metro
3/74

VOLUNTEER LITERACY TRAINING RECORD

WORKSHOP:

Kind of workshop: (check)

Basic NSE	____	Everyday R & R.	____
NSE/TESL	____	NSE Refresher	____
TESL Helps	____	Writer's	____
Skill Book 4	____	Tutor trainer	____
Skill Book 5	____	Apprenticing T.T.	____

Other (explain) _____

No. workshop hours _____ Date _____

Location _____

No. trainees _____

No. certified (if applicable) _____

No. certified NALA trainers _____ (list names)

_____ _____

_____ _____

No. apprenticing trainers _____ (list names)

_____ _____

_____ _____

No. other helpers _____ (list names)

_____ _____

_____ _____

Approx. hrs. contributed
No. persons X No. hrs.

_____

_____

_____

_____

TUTOR MEETINGS:

Program _____

Location _____

Date and time _____

No. attending _____ (no. attending X hrs.) _____

Grand total hrs. contributed _____

Return to:

Name _____

Address _____

_____

Prepared by:

_____

Date _____

NALA/Metro
7/74